

School Audit Executive Summary

Christian County High School

10/29/2006 - 11/3/2006

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Introduction

The Kentucky Department of Education conducted a scholastic audit of Christian County High School during the period of 10/29/2006 - 11/3/2006. This school's last combined accountability index was 61.4 and its classification was Assistance Level 3. Here are the most relevant facts and next step recommendations from the audit.

School Deficiencies and Next Steps

1. Deficiency	Leadership does not ensure that staff recognize and accept their professional obligation in student success and failure.
Next Steps	All staff should recognize their role in student success and failure. Interactions should demonstrate high academic expectations and respect for all students. School leadership, faculty and students should embrace a common belief that all students can learn at high levels. A culture of high expectations for teaching and learning should be communicated to the stakeholders. Leadership should hold themselves and all staff accountable for creating a safe and positive learning environment to ensure academic achievement. Behavior management plans should be fully implemented and monitored by leadership.
Current Status of Progress	From evidence collected by Highly Skilled Educators: <input type="checkbox"/> Fully implemented <input checked="" type="checkbox"/> Partially implemented <input type="checkbox"/> Not yet addressed Comments: School leadership consistently models and communicates a belief that all students can learn at high levels and holds high expectations for all. School leadership visits classrooms on a daily basis and lead the instructional staff in learning walks. Many staff members have not recognized their role in student success and failure nor do they embrace high expectations for all students. The overall school culture and the learning environment have improved as evidenced from informal observation data such as learning walks and classroom observations. The implementation of Positive Behavior Supports (PBS) has occurred and a full-time PBS Coach is on staff, but for many staff members, it is a matter of compliance rather than

	<p>commitment to change. School leadership worked with the Kentucky Center for School Safety to complete a Safety Audit in December 2007. The report has been shared with the council and the staff, but few changes have occurred. School leadership should ensure that the results are communicated with all stakeholders and a plan of action is developed, implemented, and monitored to improve the safety of the school campus.</p>
2. Deficiency	<p>School leadership has not ensured that all students have access to a common core curriculum that is aligned with the Kentucky Combined Curriculum Document.</p>
Next Steps	<p>District leadership should facilitate the vertical and horizontal alignment of curriculum to the current Kentucky Combined Curriculum Document with an intentional focus on eliminating gaps and overlaps. School leadership should develop a systematic process for monitoring, evaluating and reviewing the curriculum and ensuring rigorous classroom assessments.</p>
Current Status of Progress	<p>From evidence collected by Highly Skilled Educators:</p> <p><input type="checkbox"/> Fully implemented</p> <p><input checked="" type="checkbox"/> Partially implemented</p> <p><input type="checkbox"/> Not yet addressed</p> <p>Comments:</p> <p>The district has facilitated vertical and horizontal curriculum alignment in the content areas of math and reading. The school has horizontally aligned and paced language arts, social studies and practical living content. Teachers complete lesson plans weekly that are developed using Kentucky standards documents and monitor their own teaching and student mastery of the core content for assessment on checklists provided by the HSEs. The HSEs and the curriculum specialist monitor the taught curriculum on a monthly basis through the use of teacher-submitted checklists. The comprehensive results of curriculum monitoring are regularly reported to school leadership. School leadership discusses the results with departments and with individual teachers who are not on pace with other teachers of similar content. Upon reviewing KPR data, school leadership and all faculty members, in collaboration with the HSEs, analyzed the curriculum for gaps and overlaps and developed a plan for correcting those findings.</p>

3. Deficiency	School leadership has not ensured that the comprehensive school improvement plan has been revised, that the committee has sought technical assistance or included stakeholders in the planning process.
Next Steps	The school council should develop a process involving all stakeholders to review and analyze the Scholastic Audit Report as part of the update of the current comprehensive school improvement plan. The school council should develop committees to address the implementation of the nine standards found in the Standards and Indicators for School Improvement for the purpose of developing a mission and vision that represents the goals and aspirations of all stakeholders for Christian County High School. The mission and vision statement should guide all decision making by weighing proposals to determine if the proposed action moves the school toward or away from the mission and vision statements.
Current Status of Progress	<p>From evidence collected by Highly Skilled Educators:</p> <p><input type="checkbox"/> Fully implemented</p> <p><input checked="" type="checkbox"/> Partially implemented</p> <p><input type="checkbox"/> Not yet addressed</p> <p>Comments:</p> <p>School leadership (including the school council) and committee chairs worked with a policy consultant from the Kentucky Association of School Councils to develop committees around the nine standards found in the Standards and Indicators for School Improvement. Committees have specific charges, meet regularly and report monthly to the council. Teachers have completed some preliminary work to be used for the development of a revised mission and vision through their training with Dr. Roger Cleveland. More work is needed in this area.</p>

4. Deficiency	School leadership has not ensured that all school council policies have been developed, adopted, reviewed, revised or implemented.
Next Steps	The school council should develop and adopt all policies required by state statute (KRS 160.345). A systematic process should be outlined for the regular review of school council policies for the purpose of re-authorization, revision or elimination of existing policies. A budget policy should ensure a clearly defined process for receipts and expenditures of all school funds. The plan should be communicated to all stakeholders and monitored for compliance.
Current Status of Progress	<p>From evidence collected by Highly Skilled Educators:</p> <p><input type="checkbox"/> Fully implemented</p> <p><input checked="" type="checkbox"/> Partially implemented</p> <p><input type="checkbox"/> Not yet addressed</p> <p>Comments: The school council met with a policy consultant from the Kentucky Association of School Councils for a review of all policies. The council has developed and adopted all policies required by KRS 160.345. All stakeholders have access to council policies and bylaws. A systematic plan is not in place to allow for the regular review and revision of all council policies. School leadership has ensured that the budget policy has been communicated and that procedures are followed that are in compliance with the policy. Current district practices do not allow school leadership and the council to <i>budget</i> funds from funding sources such as Title II. The school can make requests from these funds, but the funds are not included as part of the budget process.</p>
5. Deficiency	School leadership does not fully implement the personnel evaluation process as outlined by board policy.
Next Steps	The principal should fully implement the personnel evaluation process as outlined by board policy. Growth plans should be collaboratively developed and based on both student and teacher needs to result in improved instructional practice. The principal should regularly provide feedback on the implementation of growth plans for each teacher.
Current Status of Progress	<p>From evidence collected by Highly Skilled Educators:</p> <p><input type="checkbox"/> Fully implemented</p> <p><input checked="" type="checkbox"/> Partially implemented</p> <p><input type="checkbox"/> Not yet addressed</p> <p>Comments: The principal completed an evaluation orientation session for all staff members in August 2007. HSEs provided training and guidance for all administrators in how to assist teachers in developing appropriate</p>

	<p>growth plans aligned to the school improvement plan. When growth plans were initially developed, teachers met individually with evaluating administrators to review and refine their proposed plans in a collaborative process. Teachers who are on a formal evaluation schedule have received ongoing feedback toward their progress of meeting professional growth goals. School leadership should ensure all teachers receive feedback in an ongoing manner.</p>
6. Deficiency	<p>Rigorous assessments and instruction have not been implemented in the school to the standard to which students will be held accountable on the Kentucky Core Content Test. Instructional strategies are not aligned with the changing needs of a diverse population.</p>
Next Steps	<p>School leadership should monitor assessments and instructional practices to ensure that classroom activities, teacher questions and student assessments are rigorous and meet the needs of a diverse student population. Assessments should be multiple, varied and match the appropriate Depth of Knowledge. School leadership should fully implement professional growth plans as a result of the certified personnel evaluations. Leadership should provide follow-up and support to ensure improved instructional practices and student achievement.</p>
Current Status of Progress	<p>From evidence collected by Highly Skilled Educators:</p> <p><input type="checkbox"/> Fully implemented</p> <p><input checked="" type="checkbox"/> Partially implemented</p> <p><input type="checkbox"/> Not yet addressed</p> <p>Comments:</p> <p>HSEs, in collaboration with the curriculum specialist, have provided training to all staff members in the use of Kentucky standards documents, open response strategies, writing multiple choice questions, Depth of Knowledge, scoring open response items, developing common assessments, and research-based instructional practices through Thoughtful Classroom. Professional learning communities in the form of learning clubs have been organized around planning periods and were restructured to form smaller groups for more individualized assistance to teachers. Learning clubs were heterogeneously mixed by content area and leaders were selected through an interview process to ensure understanding of leadership's expectations for the positions.</p> <p>Some professional growth in the area of research-based strategies (e.g., Thoughtful Classroom) is evident based upon classroom observations, learning walks, and samples of teacher and student work submitted in learning club meetings. However, most teachers do not recognize appropriate situations for differentiating instructional practices to meet the needs of individual students. All teachers participate in learning walks to learn from their peers and</p>

	<p>inform instructional practices. The focus of learning walks this academic year has been on student engagement and higher-order thinking. Although teachers are working to develop common assessment items, many questions submitted do not adequately measure mastery learning or represent a rigorous assessment. The quality of items submitted reveals a great need for additional training in Depth of Knowledge and rigorous assessments.</p> <p>School leadership holds all staff members accountable for attending learning club meetings and implementing required trainings and activities.</p>
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Conclusion

The development of an aligned curriculum and the use of research-based instructional practices are of highest priority for this school. Although the district is leading curriculum alignment and mapping, only math is completed and being implemented. The slow pace of this initiative hampers the school in ensuring all students have access to a common academic core. The school must move forward with its own efforts to develop pacing guides for all courses and common assessments to measure student mastery of learning goals. School leadership must continue to monitor the implementation of Thoughtful Education and provide support and resources when necessary. The curriculum specialist should be utilized to model lessons and as a resource for teachers who are struggling with implementing this initiative successfully.

Changes to the master schedule are currently being discussed to provide for additional reading instruction for students not reading on grade level and intervention classes in mathematics. Additionally, the school is exploring avenues to return the Freshman Academy to an environment that is more nurturing of student success and to aide students in their transition to high school. School leadership and staff realize that changes made to the academy structure due to allocation of staff have proved counterproductive to school improvement efforts. A period designed for interventions, enrichment and study skills enhancement is being studied for inclusion in the next year's master schedule for all freshmen.

"Name and Claim" has been implemented on a limited, but manageable, scale. School leadership monitors the program and most staff are doing well in building a relationship of substance with their selected students and monitoring attendance, discipline, and grades in classes. The next step for this program is a more systematic process for monitoring formative assessment data for each identified student in order to adequately impact student achievement.

Based upon student progress to date, many Christian County High School students will leave this school insufficiently prepared to succeed as they transition to post-secondary options. School leadership, in collaboration with district leadership, should ensure that staff receives additional training in rigorous instructional practices, Depth of Knowledge, and collaboration and monitor its implementation in daily school practice.